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| **Author Name: Pam, Mehgan, Marianne, Jen (Monroe Township Media Specialists)** | | **Grades: 4th and 8th** |
| **Title of Technology Project: Connecting Cultures through Peer to Peer Collaboration** | | |
| **Standard (s): 7.1.AL.C.1** Create a research-based [multimedia-rich presentation](http://www.njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages) to be shared virtually with a target language audience.  **7.1.IM.C.1** Synthesize information related to the [cultural products](http://www.njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages), [cultural practices](http://www.njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages), and [cultural perspectives](http://www.njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages) associated with targeted culture(s) to create a [multimedia-rich presentation](http://www.njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages) on targeted themes to be shared virtually with a target language audience. | | |
| [**21st Century Themes**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=57&Itemid=120) **Global Awareness**   * Using 21st century skills to understand and address global issues * Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts * Understanding  other nations and cultures, including the use of non-English languages | | |
| [**21st Century Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)  **Information Literacy**  **Media Literacy**  **ICT Literacy**  **Communication and Collaboration**  **Creativity and Innovation** | | |
| **Strand: See above** | | |
| **Background***: This could be a past discussion, newspaper articles, past lessons in class, information related to the curriculum, TV or Movies, or anything that provides information about the project.* General background on Spanish culturesc, customs, traditions, language, holidays as well as basic computer knowledge and etiquette. | | |
| **Student Relevance:** *The student has to see the point for doing this technology project. How is this relevant to the student’s life?* Allowing students to expand their 21st century skills to make personal connections with others using different means of communication. Large Spanish population community within our schools. | | |
| **Instructional Type:** *Explain the type of instruction you intend to use. Project or Problem Based Learning. Explain how you will use collaborative learning, differentiated instruction or other methods in this technology project;* Project Based – Middle school students will collaborative with each other while doing research. Middle school students will then collaborative with elementary students teaching cultures, customs, and traditions. | | |
| **Essential Questions:**  What is Skype? How can I connect to others through technology? How can I express myself in a digital world? What makes a culture unique? | **Enduring Understandings:**  Students will understand Skype and how the technology will allow them to connect to others.  Students will be able to create and share digital media through a variety of digital storytelling tools.  Students will be to identify the aspects of a particular country that make up their culture such as food, clothing and holidays. | |
| **Content and Cumulative Progress Indicators (CPIs)**  See Standards | | |
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| **Content Area:**  Technology/Library/Info/Literacy  World Languages | **Classroom Applications:**  Research skills such as Internet, books  Skype  Digital Storybooks | |
| **Instructional Guidance:**  *To assist in meeting this CPI, students may;* Middle school students may use checklist for research portion of assignment  Students may use storyboards to assist when creating digital storybooks  Use rubrics when completing project | | |
| **Assessments**  *What methods of assessment do you plan to use to meet the CPI’s? Quizzes, Test, essays, Daily Journals, Portfolios, Content/Task Rubrics, Oral and Technology Presentation, Student Interviews, and Observation Checklist.*  [*http://rubistar.4teachers.org/index.php*](http://rubistar.4teachers.org/index.php)  Create a checklist for Middle Students Research project  Graphic Organizer of their research which will be used when presenting to elementary students  Storyboard for digital storybook  Rubric for Digital Storybook | | |
| **Analysis and Evaluation:** *Identify specific areas of low academic performance and connect the technologies that may help improve student achievement.* Evaluate rubrics to see areas of improvements and use websites that allow low level readers to have site read to them. | | |
| **Product(s):** *Answers the questions “How will they show what they know?”*  *Describe what the final student technology product may look like. Examples include, but are not limited to, technology final presentations, wiki’s, vodcasts, or other web 2.0 technologies. Is there an intended audience for their technology product?* Students will create a digital storybook to express the knowledge that they gained through research and technology. Middle school students will turn key their knowledge to their peers. | | |
| **Materials and Resources:**  *List any materials and resources that will supplement or support this technology project.*  Skype  Research – internet websites, books, journals  Digital Storytelling website  Voicethread  Storyboard | | |
| **Connections to Other Content Areas**:  *Describe the rationale for integrating other content areas into this project?* Any content area can be integrated to show the students real world cultures. | | |
| **Implementation Time Frame:**  *Describe how much time you anticipate the technology project will take, and indicate any obstacles or events that might extend or shorten the time allotted. The time element can be difficult, therefore you should always plan for alternative activities or additional class time to complete the activities.* This project should take take one marking period. | | |
| **Implementation Plan*:*** The Five E’s *(Describe how you will make your Technology project work in your classroom).* | | |
| ***1. Engagement:***  *(Students first opportunity to encounter the technology project). Describe how you will introduce and engage the students. Guide students to look for connections between past and present learning experiences.* Skype with another classroom in a different country. | | |
| ***2. Exploration:*** *(The student’s opportunity to get directly involved with the technology and the task). Describe how you will provide opportunities for students to investigate technologies on their own and with their peers. Students build relationships, exchange information, and communicate with each other. In this section, teacher should act as a facilitator, guiding student focus, but not providing answers and encouraging creativity.* Students will begin by utilizing the digital storybook to tell their own fictional story. | | |
| ***3. Explanation***: *The stage for student’s to understand and explain their rationale for the project and the technology used to support learning.* Discussion of Skype versus other forms of communications and relevance to their lives. | | |
| ***4. Elaboration*** *The stage for students to expand, make connections to other content areas and experiences, and apply what they have learned. Describe how you will provide the necessary setting for students to apply and extend their learning experiences.* Students will apply what they learned by creating digital stories and presenting it through Skype. | | |
| ***Evaluation:*** *The stage for students to evaluate their project progress and their understanding as it applies to the original and new activities they have encountered. Explain how you will provide opportunities for students to evaluate/assess their own work. How will you help them determine if they understand the concepts ,skills and knowledge related to the technology project? The evaluation stage is an opportunity for teachers to pose additional essential questions regarding student choices. Examples of evaluation techniques that students can use are, student portfolios, journals, peer and self evaluations, student checklist, and student designed rubrics.*  *Example of Instructional Designs*  [*http://instep.cet.edu/instrucdes.html*](http://instep.cet.edu/instrucdes.html)  Ask students if they are connecting in the best way. Are they using technology responsibly? How can you incorporate Skype into your every day life? | | |
| **Partnership/Community Connection:** Do you plan to include local business, Universities, industry professionals, and or government agencies into this technology project? None | | |
| **Location of Project/Learning Environment:** Will the project be limited to the classroom, technology lab or will it be in other locations such as librarycommunity centers or at the student’s home? Classroom Library, technology lab, classroom | | |
| **Special Documents:**  *Will there be any special documents such as, teacher/student contracts, form or letters to parents, photo permission forms, Internet Acceptable Use Policy forms (AUP), or permission forms to participate in a videoconferencing session or other technology related activities?* AUP forms to participate online, parent –student-teacher contracts for research project, permission slips to participate in Skype | | |
| **Accommodations for Special Needs or unique situations that need to be considered for this Technology Project:**  *List any special situations you may have with students that need additional help or require special attention in order for the student to participate in this technology project.* Follow 504 Plans and/or IEP’s | | |
| **Safety Accommodations:**  *List the safety consideration that may be necessary for this technology project to take place in or outside of your classroom or the school.* Follow AUP’s | | |
| **References:**  *List any references you feel important to share with others.* | | |